

## English Language Arts

As English language skills are the backbone of academic study, improving reading and writing is the primary goal at every one of our schools. Data used to support goal selection includes MEAP and MME results, parent and teacher surveys, DIBELS scores at the elementary level, and Terra Nova scores at the middle school. Reading goals include improving reading comprehension, fluency and vocabulary. Writing goals include improving written expression through paragraph and theme development, use of more detail in writing, learning to connect various sources and implementing the use of “voice” in student writing. Planned strategies and interventions include: 1) use of best teaching practices, including increased use of ***Differentiated Instruction*** strategies at all levels; 2) continued DIBELS monitoring and benchmark assessment; 3) maintaining parental involvement for early grades; 4) use of graphic organizers, such as Venn diagrams and concept mapping; 5) introduction of genre literature units; 6) professional development including AAESA Inservice on gender differences in the classroom, ***Neuroplasticity*** training, ***Language!, Reading Across the Curriculum***, and D.I. workshops; 7) collaboration and grade-level sharing of teaching strategies; 8) Secondary ELA teachers have been involved in “Unwrapping the Standards” process and have completed the “Power Standard” selection process for Reading and Writing.

## Math

In mathematics, all grade levels review the MEAP and MME “Item Analysis”. Based on State test data, the item analysis precisely identifies the Math Grade Level Content Expectations or High School Content Expectations on which our students need the most remediation. Teachers then adjust instruction accordingly. This information is specific to grade and school building. Math Curriculum Maps for grades 1 thru 5 were implemented in the Fall, 2008. These tools provide a guide to instruction and assessment and include teaching and assessment timelines and additional instructional resources. Curriculum Maps not only help teachers to be more efficient in their instruction and assessment practices, but also help them avoid gaps and overlaps in the State of MI elementary math curriculum. Secondary Math teachers in grades 6-12 have been involved in a process called “Unwrapping the Standards”. The Standards are not all equal. Unwrapping the Standards helps teachers to determine the essential critical knowledge & skills that students will need to achieve success in school and after graduation. The goal of the unwrapping process is to choose the priority standards or POWER STANDARDS. The other standards will still be taught, but will be given less emphasis and taught and assessed as they relate to Power Standards. The purpose of this process is to address the barrier of “too much content” and help teachers focus on teaching essential skills and concepts in depth. Math teachers have completed the Power Standards selection process for Geometry, Algebra 1, Algebra II, and all Math in grades 1-8.

## Science

In Science, all grade levels review the MEAP and MME “Item Analysis”. Based on the State test data, the Item Analysis precisely identifies the Science Grade Level Content Expectations or High School Content Expectations on which our students need the most remediation. Teachers then adjust instruction accordingly. This information is specific to grade and school building. The Battle Creek Science Program has been implemented in grades K-5. This program provides 3-4 science kits per grade level – all providing instructional “hands-on” activities that align with the State of Michigan science grade level content expectations. The Battle Creek Science Center regularly updates this curriculum to ensure that all components are up to date with the State Standards in Elementary Science. Secondary Science Teachers in grades 5-12 have also been involved in Unwrapping the Standards process and have completed the Power Standards selection process for Physics, Chemistry, Biology, and Earth Science.

## Social Studies

In Social Studies, all levels review the MEAP and MME item analysis. Based on the State test data, the Item Analysis precisely identifies the Social Studies Grade Level Content Expectations or High School Content Expectations on which our students need the most remediation. Teachers then adjust instruction accordingly. This information is specific to grade and school building. The State has revised the Social Studies GLCE at Grades 3, 4 and Middle School. Teachers at those levels have been inserviced on the changes and are currently working to determine the instructional resources needed to effectively teach the new social studies grade level content expectations. Secondary Social Studies Teachers in grades 6-12 have also been involved in the Unwrapping the Standards process and have completed the Power Standards selection process for Civics, Economics, World History and American History.

To view the State of Michigan Core Curriculum Standards, please visit [www.michigan.gov](http://www.michigan.gov)